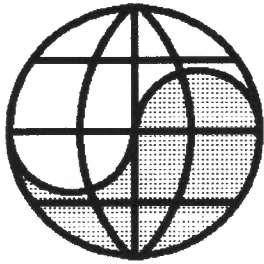


# Language Teaching:

*The Korea TESOL Journal*



## Composition study group

*by John Holstein*

## The negative effect of strong Communicative Language Teaching (CLT) in English conversation classes in Korea

*by Everette Busbee*

## The magical method

*by Scott Berlin*

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July 1994  
Vol. 2, No. 2

# Language Teaching: The Korea TESOL Journal



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*Language Teaching: The Korea TESOL Journal* is published four times a year as a service to members of Korea TESOL, a professional association of language teachers in Korea which is affiliated with the international organization Teachers of English to Speakers of Other Languages. For information about membership in Korea TESOL, please see page 45.

Viewpoints expressed in this publication are those of the individual writers and do not necessarily reflect positions or policies of Korea TESOL or the editors. The editors welcome letters, news reports, announcements, reviews and articles related to all aspects of language teaching. Please see "Information for Contributors" on page 45.

*Language Teaching: The Korea TESOL Journal* is the successor to the newsletter of the Association of English Teachers in Korea (AETK), which in October 1992 joined with the Korea Association of Teachers of English (KATE) in the establishment of Korea TESOL. The first AETK newsletter was published in 1982 with the name *Teaching English in Korea*. The name was changed to *AETK News* in 1985, to *AETK Bulletin* in 1987, and then to *AETK Newsletter* in 1990. The last issue of *AETK Newsletter* appeared in December 1992, when the publication was re-established under its present name. Editors: Barbara Mintz (1982-1984), Dwight J. Strawn (1985-1989), R.A. Brown and Cha Kyung-Whan (1990), John Holstein (1991-1992), Dwight J. Strawn (1993-).

Please address all inquiries to Managing Editor Terry Nelson at Pagoda Language School, 56-6 Chongno 2-ga, Seoul 110-122 (Tel 02-277-8257 or 02-277-5041, Fax 02-278-4533).

## FROM THE EDITOR:

**C**AN STUDENTS LEARN FROM EACH OTHER and make progress in acquiring skills they need for successful communication in English? John Holstein's article featured in this issue suggests that they can, while Everette Busbee's article (a revision of material previously published in the *Korea Times*) contends that they cannot. Meanwhile, the article by Scott Berlin calls attention to the importance of motivation as a key factor in successful language learning. While all three articles give much to think about, there is still much more to be said about the issues they raise. We look forward to seeing your responses. (When you write please refer to "Information for Contributors" on page 45.)

With this issue we begin a new column, the "Korea TESOL calendar," to provide, in one place, a listing of upcoming events sponsored by Korea TESOL and Korea TESOL chapters. Please ask your chapter president or secretary to send information for this column directly to the editor (Dwight J. Strawn, fax 02-364-4662, email djstrawn@bubble.yonsei.ac.kr), and to continue sending reports of past chapter events to Associate Editor Carl Dusthimer.

We have changed our procedures for receiving notices of job openings, which now should also be sent directly to the editor (see the notice on page 38).

Eric Shade and Terry Nelson, both at the Pagoda Foreign Language Institute in Seoul, have joined our volunteer staff, Eric as a new Associate Editor and Terry as the new Managing Editor replacing Donnie Rollins and Steve Bagaason who have resigned. Our thanks go to Donnie and Steve for their tireless efforts, and our appreciation to Eric and Terry for coming in to fill the void. ■ — *DJS*

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## Council meeting

THE KOREA TESOL COUNCIL met at 11:00 AM on May 14, 1994 at Hannam University in Taejon. Present were Scott Berlin (President), Patricia Hunt (Second Vice-President), Elaine Hayes (Secretary), Ae Kyoung Large (Acting Treasurer), Jack Large (Comptroller), Todd Terhune (Cholla Chapter Vice-President), Scott Payne (Cholla Chapter Secretary), Kari Kugler Choi (Taegu Chapter Membership & Hospitality Committee), Mike Duffy (Pusan Chapter President), Hwang Pyoung-Young (Pusan Chapter Treasurer), and Chu Yang-Joo.

Discussion was held about a proposal from Min Byoung Chul about lending the name of Korea TESOL to a non-profit conversation contest. It was decided (1) that Korea TESOL would not be able to supply volunteer judges, but that Mr. Min was free to contact any individual members; (2) that Korea TESOL would not supply an official final judge, but that Mr. Min was again free to contact any individual member; and (3) that Korea TESOL would not lend its name to the contest, but would supply Mr. Min with a membership list, as is done with any commercial member, so that he could make individual contacts.

The selection of a new Treasurer was postponed until the regular elections in October, as Ae Kyoung Large agreed to continue acting in this capacity until that time.

Hwang Pyoung-Young was designated to serve as Comptroller, replacing Jack Large in this position. It is expected that the transfer will be completed by August.

The following amendments concerning financial policy were agreed to: (1) The Comptroller will submit a lump sum budget request for each calendar year, the amount to realistically reflect the cost of maintaining the membership and financial records and non-council expenses incurred by the Treasurer in the normal course of Korea TESOL business, including the annual audit required by the Bylaws; and (2) the annual budget of the Comptroller is not to exceed ₩100,000 per chapter plus ₩100,000 per non-chap-

ter department plus a ₩200,000 conference supplement.

₩450,000 was authorized to be added to the Executive Budget total to cover Andy's Workshop and national TESOL dues.

The next meeting was set for 2:00 PM, September 10, 1994 at Sogang University, Seoul. ■

## Chapter reports

*compiled by Carl Dusthimer*

### Seoul

At the April meeting we auctioned off some true-false statements, like "The expression 'a dice' is incorrect," and "Simon Says is an example of a Total Physical Response activity." This was a version for teachers of Mario Rinvolucri's Grammar Auction, where the students vie for sentences like, "I wanted that you should know what happened," and "Did you two meet yourselves downtown yesterday?" Then we did show-and-tell with textbooks we have met, but shied away from getting into the theoretical considerations of what makes a good textbook.

The idea of an early start at 1:00 PM had been to allow the heavy hitters an entire afternoon to whack around applied linguistics by starting slow, getting heavier, then breaking up just before dinner.

In May we had Firaydun Mithaq present on the use of Cooperative Learning and other team learning models. In the workshop phase we studied practical classroom applications in groups, and found out what the students think of the groups we put them into.

In June we looked at teacher development by role-playing our students, re-introducing Korea as a Second Language (KSL) corner, and recounting critical incidents in the classroom.

Our officers are still Greg Mathe-son (President) 413-2692, 724-2349, 732-4125 (fax), Fred Bauer (Vice-President) 757-5639, Lee Yong-nam, (Secretary-Treasurer) 032 523-4187, 032 763-7829, 032 764-7825 (fax), Troy Ottwell (Publicity) 420-4396

(phone and fax). Meetings are held on the third Saturday of each month in the afternoon at Pagoda Foreign Language Institute (274-4000).

### Taegu

On May 8th, Professor Kim Jeong Ryeol from Pusan Maritime University spoke on "Proficiency Based Language Teaching: A New Look at Teaching Reading." Using a workshop approach, he gave examples of ways to teach students to apply the reading skills they utilize in their first language. Together, participants explored a reading passage through a series of pre-reading activities, scanning activities, linguistic activities, and post-reading activities.

On June 4th, Joanne Law, who currently teaches at English House in the American Studies Department at Keimyong University, presented a workshop entitled "Song Express." She demonstrated a variety of useful techniques for making use of popular songs in the classroom. At the end of the presentation, members of the audience shared how they have taught with music. Examples from participants were circulated to all attendees.

The first officers for the Taegu Chapter were elected at the April 2nd meeting. They are: Chae Joon-Kee, Kyoungbook University, President; Steve Garrigues, Kyoungbook University, 1st Vice-President; Hwang Tae Gun, Taegu Education Board, 2nd Vice-President; Oh In-Sook, Dongchon Middle School, Secretary; and Lee Soo-keun, Ray Lafferty, Kari Kugler Choi, and Kim Hae-Yeon, Membership and Hospitality Committee.

For more information about the Taegu Chapter, please contact Professor Chae Joon-Kee, 053 950-5830, or Steve Garrigues, 053 952-3613.

### Pusan

For its first meetings of 1994, the chapter moved its venue from the idyllic mountainside campus of the Pusan National University to ESS Foreign Language Institute, situated right in the pulsating heart of this great port city.

And indeed, the meetings themselves provided intellectual stimulation to match the location. In March, Peter Ackroyd and Laurie Notch of the National Fisheries University re-

**Korea TESOL**, an affiliate of TESOL International, was established in 1993 to promote scholarship, disseminate information, and facilitate cross-cultural understanding among all persons concerned with the teaching and learning of English in Korea. Membership is open to all professionals in the field of language teaching who support these goals. Please see the membership application on page 45.

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John Holstein

ported on an intriguing experiment that they had conducted on the teaching of numbers and times. Their results showed that a class which had been given a shock pretest before teaching started performed better than a class which was given an extra lesson instead of the test. The fact that the benefits of the pre-test outweighed the additional teaching indicates that it provided a subconscious stimulus that facilitated retention. The errors made by the students were also thought provoking; the most common confusion in listening, surprisingly, was between 4 and 5, followed by stress confusion (19/90), with 3 and 7 in third place. The speakers offered some explanation for these results.

Membership in the chapter has grown steadily, and in April a packed house was rewarding with two stimulating presentations. Mark Thomson of Korea Maritime University took as his starting point the fact that communicativeness and accuracy are thought to be generally inimical of each other; he went on to show us a number of activities that called up both from students, involving mutual dictation and various kinds of sequencing of dialogues, stories and sentences. Prof. Thomson favored students doing the tasks back-to-back, in order to prepare his prospective naval officers for the difficulty of naval communications. The meeting ended with Pusan National's Dr. Ahn Jung Hun providing a virtuoso demonstration of Spanish and Korean teaching using the Silent Way, a technique he used when teaching Peace Corps volunteers some years ago. He showed how colored rods can be used to represent grammatical structures, particles, vocabulary items, and even concepts.

Following upon Yeom Ji Sook's Jazz Chants Roadshow, our presenters have continued to instruct and entertain. We hope to maintain the high standards set. For news of future meetings, which are held on the last Saturday of each month, call Mike Duffy, 248-4080 (H) or 200-7054 (school), or Kim Jeong Ryeol 410-4449 (school).

**Taejon**

In March, the Taejon Chapter invited Everette Busbee from Chonju University to present/defend his criticisms of the communicative techniques so widely used in our ESL classrooms.

His main premise was that communicative techniques are overused to the extent of being ineffectual, particularly at the lower levels of English proficiency. His excellent presentation on an issue that hits close to home for most of us provided for some lively discussion and a forum for some re-evaluation of our classroom techniques. By the way, Prof. Busbee did indeed make it out of Taejon unscathed.

At our April meeting, we welcomed Dr. Kim Hyun-suk from Hannam University. Dr. Kim presented on the teaching of the article *the*, that little word that wreaks havoc on the path to English fluency, and at times comprehensibility. Her presentation began with the grammatical rules governing the use of *the*, and from there she moved through some exercises that enable the students to integrate these rules into their spoken and written English. It seems that everyone, including the native speakers, came away with a much better understanding of this much maligned but essential part of the English language.

In May, Hannam University hosted the Taejon Chapter's Third Annual Drama Festival. We had groups from the Taejon area as well as Wonkwang University in Iri. We were pleased to see a great many students in attendance from all over the Chungchong and Chonbuk provinces. The performances were a sight to behold and all who participated seemed to have a great time. We were also very pleased to have Si-Sa-Young-O-Sa and Moon Jin Dang publishers display their materials for all to peruse. We would like to thank the publishers, without whom it would not have been possible, and all who performed and participated for making the Festival a great time for everyone. WE HOPE TO SEE YOU IN TAEJON AT NEXT YEAR'S FESTIVAL! ■

# Korea TESOL calendar

**Date:** July 16, 1994, 6:00 PM  
**Name:** Taegu Chapter Meeting  
**Place:** Taedong Hanshik Buffet  
**Topic:** Social and dinner  
**Contact:** Chae Joon-kee, Tel (W) 053-950-5830, Fax 053-950-6804; Steve Garrigues, Tel (H) 053-952-3613; Patricia Hunt, Tel (W) 053-810-3157; Chuck Mason, Tel (W) 053-810-3158

**Date:** July 16, 1994, 2:00 PM  
**Name:** Seoul Chapter Meeting  
**Place:** Pagoda Foreign Language Institute, Chongno 2-ga  
**Topic:** Grammar: Love it or leave it  
**Contact:** Greg Matheson, Tel 02-413-2692

**Date:** August 20, 1994, 2:00 PM  
**Name:** Seoul Chapter Meeting  
**Place:** Pagoda Foreign Language Institute, Chongno 2-ga  
**Contact:** Greg Matheson, Tel 02-413-2692

**Date:** September 3, 1994, 2:00-4:30 PM  
**Name:** Taegu Chapter Meeting  
**Place:** Taegu American Center  
**Topic:** TV Commercials in the Classroom?  
**Contact:** Chae Joon-kee, Tel (W) 053-950-5830, Fax 053-950-6804; Steve Garrigues, Tel (H) 053-952-3613; Patricia Hunt, Tel (W) 053-810-3157

**Date:** September 17, 1994, 1:00 PM  
**Name:** Seoul Chapter Meeting  
**Place:** Pagoda Foreign Language Institute, Chongno 2-ga  
**Topic:** The Great Seoul ESL Hands-On Software Show  
**Contact:** Troy Otwell, Tel 02-420-4396

**Date:** October 14-16, 1994  
**Name:** The 1994 Korea TESOL Conference  
**Place:** Sogang University, Seoul  
**Topic:** Where the Past Meets the Future: Preparing the EFL Learner for the 21st Century  
**Contact:** Carl Dusthimer, Conference Co-Chair, Dept. of English Language & Literature Hannam University, 133 O-Jung Dong, Taejon 300-791, Korea, Tel 042-623-8472, Fax 042-623-8472

**Date:** November 5, 1994, 2:00-4:30 PM  
**Name:** Taegu Chapter Meeting  
**Place:** Taegu American Center  
**Topic:** Workshop on Games and Other Teaching Activities  
**Contact:** Chae Joon-kee, Tel (W) 053-950-5830, Fax 053-950-6804; Steve Garrigues, Tel (H) 053-952-3613; Patricia Hunt, Tel (W) 053-810-3157

**Date:** November 19, 1994, 2:00 PM  
**Name:** Seoul Chapter Meeting  
**Place:** Pagoda Foreign Language Institute, Chongno 2-ga  
**Topic:** Reflective Teaching  
**Contact:** Greg Matheson, Tel 02-413-2692

**Date:** December 3, 1994, 2:00-4:30 PM  
**Name:** Taegu Chapter Meeting  
**Place:** Taegu American Center  
**Topic:** The Silent Way  
**Contact:** Chae Joon-kee, Tel (W) 053-950-5830, Fax 053-950-6804; Steve Garrigues, Tel (H) 053-952-3613; Patricia Hunt, Tel (W) 053-810-3157

**Date:** December 19, 1994, 2:00 PM  
**Name:** Seoul Chapter Meeting  
**Place:** Pagoda Foreign Language Institute, Chongno 2-ga  
**Contact:** Greg Matheson, Tel 02-413-2692

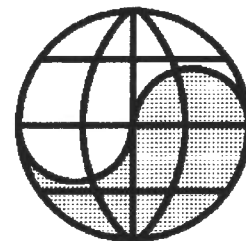
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*Please send announcements of future Korea TESOL meeting and other Korea TESOL events to the editor (Fax 02-364-4662). ■*

## 1994 Korea TESOL Conference

Where the Past Meets  
the Future:  
Preparing the EFL Learner  
for the 21st Century

October 14-16, 1994  
Sogang University, Seoul



### **For further information, contact:**

Korea TESOL 1994 Conference Committee  
c/o Carl Dusthimer, Conference Co-Chair  
Dept. of English Language & Literature  
Hannam University  
133 O-Jung Dong  
Taejon, Republic of Korea 300-791  
Tel (H) 042-623-8472  
Fax (H) 042-623-8472

# Composition study group

by John Holstein  
Sungkyunkwan University

**F**OUR STUDENTS in my English 3 class approached me a few months ago and asked for help in designing a study group to develop the skills required in writing longer compositions. They were students in their third and fourth years, highly motivated to learn English. Only one of the four students majored in English; this student was the only one in the study group who (because of an untimely curriculum change) had not attended my one-semester paragraph-level composition class previously.

When the students first asked me to help with this study group, even I, the world's greatest advocate of study groups, had reservations about their learning composition without a teacher. The more I thought about it, though, the more convinced I became of the viability of the students' idea. This conviction was based on three assumptions.

- **Assumption 1:**

Composition ability is essential. The vast majority of our students attend university with the sole objective of getting a good job, and TESOL professionals should be, in effect, training them to function in English in the workplace. One of the most useful skills an employee can have is the clear expression of ideas in writing. The ability to express ideas clearly in English also enables clear expression in Korean, and the mentality employed in expressing ideas clearly in writing will be available for use in applying the same rhetorical principles to spoken discourse, in both English and Korean. The result, therefore, of good training in English composition is that the possessor of this skill bags four birds with one stone.

- **Assumption 2:**

Learner independence is essential. In recent years a lot of attention has been focused on "empowering" the student by assisting the student in gaining the skills and mentality to learn independently. The reasoning is that for really substantial improvement in language ability, the student must have the ability to learn independently of the teacher, outside the classroom. The major role of the teacher and the classroom should therefore be to foster this ability. A natural byproduct of independence in foreign language learning is independence in all fields of learning.

- **Assumption 3:**

Learning is most effectively accomplished through "meaningful" activity. One of the most meaningful is the project, in which all cooperate to achieve a specified goal.

One fact of life adds to the need for a composition study group: many students do not have access to a composition class.

The composition study group helps the participants achieve the goal of producing a good composition because it uses the group's combined skills to remind each individual member of important principles. Even native-speaking professional writers writing by themselves cannot apply all the principles on every occasion.

One example of the learning independence which the students can develop in this study group is the way the participants handled a problem by themselves. When they had difficulty reaching agreement on a topic, each did a summary paragraph of their individual choice of topic and then exchanged the paragraphs in the following session. In another situation, after they succeeded in developing a theme and an outline, they could not agree on the specific vehicle they would use to write the composition. They therefore decided to finish the composition individually and then have each other evaluate the finished product in the next session. This worked well, and was incorporated into the directions for the composition study group.

The project-based activity of this study group is good for learning interaction skills; the participants will develop the ability to learn how to handle disagreement and other problems which arise in working with other people.

**T**HE GUIDELINES presented here were designed with equal input from the teacher and students. Kathleen Sullivan's *Paragraph Practice* was selected as the composition book which the students would study by themselves outside sessions; Frydenberg and Boardman's *You're in Charge* can also be used. (The class which they were attending at the time was using *Developing Reading Skills: Advanced*, Second Edition, and the students decided to incorporate "Topics for Discussion," toward the end of the unit, to provide both ideas for composition themes and a little extra practice of the language being studied concurrently in the classroom. This element, beneficial as it is to the students' general language development, is not essential to the composition study group.)

## General Procedure

### Session 1

**Preparation.** Study Units 7 through 12 in *Paragraph Practice*. (Each unit is quite short.) Finish Units 7 through 10 by the first session and units 11 and 12 by the second session.

### Decide a theme.

1. Briefly discuss selected "Topics for Discussion" (in *Developing Reading Skills*), in order to be better able to decide a theme. (This is not essential to a composition study group.)



2. Decide on one theme; be sure to narrow the topic to one which can be adequately supported in a two-page composition.

**Sessions 2 and 3: Write a thesis statement and outline.**

1. Thesis statement. The group must agree on one thesis statement. During your formation of the composition's thesis statement, you will encounter a problem with disagreement over points of content. After a certain amount of time for discussion, end discussion and adopt any member's definition, as long as it does not violate the principles of good writing.
2. Decide one rhetorical pattern (process, classification, comparison/contrast, exemplification) to employ.
3. Outline (2-level and thesis statement)

Thesis statement: \_\_\_\_\_

- I. \_\_\_\_\_  
 A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_

4. Assign one major part of the composition to each member of your group. Here are examples of different ways the parts can be assigned, to illustrate the basic principle.

**3 members**

- 2 major supports
  - 2 members: 1 support paragraph each
  - 1 member: introduction and concluding paragraphs
- 3 major supports
  - 1 member: 1 support
  - 1 member: 2 supports
  - 1 member: introduction and concluding paragraphs

**4 members**

- 2 major supports
  - 2 members: 1 support each
  - 1 member: introduction
  - 1 member: concluding paragraph
- 3 major supports
  - 3 members: 1 support each
  - 1 member: introduction and conclusion

**Sessions 4 and 5**

Read what each member has brought to the session, and then discuss each part in order of its appearance in the composition. The goal is to reach general agreement on points of application of writing principles; a specific solution for each problem is not possible in this session, nor is it expected.

Each member takes a copy of the other members' work and individually adapts this material to complete the composition, keeping in mind the points of discussion

*Here is the first effort of a third-year student who had not studied even paragraph-level composition before this study group.*

"What's your job?" is the most common question in our everyday life. A housewife may make an answer with ease, like "Housekeeping!" but I have never met a man who made the same answer. These different responses are not because of the people's different sexes but because of their ambiguous conception of the word job. In fact, job is quite different from housekeeping in regularity, employment and payment.

Regularity is one of the important characteristics of a job. As soon as one gets a job, he is tied up with routine, consistent and even monotonous working time. For example, almost every day he goes to work in the morning and spends lots of time doing his work. And he can hold his job and work steadily all through his life until he quits the job or gets fired. And even more if the job does not interest him at all, it would lead him to a monotonous and tedious life. Housekeeping, compared with job, does not have any similar qualities. A housekeeper has the free will or choice in doing house affairs. She can have break time whenever she wants—if she thinks she is tired, tedious, sleepy or doesn't like work anymore. Considering these things, we can't say that housekeeping has the characteristic of regularity.

Job has another important characteristic which is easily distinguishable from housekeeping: employment. An employer hires persons who have the qualifications to meet employer's satisfaction and if the employer is disappointed at his men, he can fire and replace them with others. The employees likewise want to get a job for their advantage but if it fails to meet their expectations, they can get out of the job voluntarily. In housekeeping, it's impossible to find out the relationship between employer and employee. A husband does not hire but gets a wife for their satisfactions—marriage, love, companionship, sex and so on. None of them are employer and employee. So we can add employment to job's characteristic.

Payment is most important and distinguishable characteristic of a job. All men who are engaged in job get gains—salary, especially money—from their activities. In general the more do they work, the more do they have the possibilities of getting rewards. But is it possible in housekeeping? In fact, a housekeeper does not get any specific rewards—salary, pay and money—because there is no employer and accountant who could calculate her wage. And although she gets some satisfactions for payment from her activities, we don't know for sure whether she gets more rewards from hundreds and thousands of house affairs. In conclusion, payment is at the core of all characteristics of job.

Job is the regular paid employment. If I meet someone who wants to know my job, I should say in this way, "My job is to please my parents." For I have the job with regular paid employment: that is, son.

*by Lee Byung-hyun, Sungkyunkwan University*

in today's session and solving the problems which have not been solved during the session. The composition is improved according to each member's individual tastes and skills.

#### Session 6

Each participant reads the other participants' compositions. Discuss major strengths and weaknesses of each composition, with the object of helping the writer improve clarity and support. (Do not discuss grammar problems.)

Individually revise your composition. At least 3 days before the next session, give the study group counselor your compositions.

#### Session 7

The study group counselor presents comments to the group, and the group fixes any problems which the counselor has pointed out.

EVALUATION of the compositions did not take much of my time. Most problems had already been discovered by the students, and most of my comments could be made orally in Session 7, instead of writing them (as is required for a larger class). Caulk (1994) reported in his interesting and informative comparison of teacher and peer comments on student compositions that peers often "made the same point as the teacher," or that they "made many suggestions the teacher did not make but considered valuable," and that

"each serves important and complementary functions in developing writing abilities."

The compositions which the students produced were organized and supported better than many of the native-speaker contributions which I have edited. Problems with clarity in the students' compositions were caused more by difficulty with word usage than failure to apply rhetorical principles. There was little, if any, problem with lack of support, quantitatively or qualitatively. They seem, therefore, to have achieved the initial goal of their study group, the ability to write a good composition. The versatility they displayed in adjusting to unexpected difficulties indicates that they gained learning independence, a goal they had not entertained but which is perhaps even more important than the acquisition of that one skill of composing. They will use this and the mentality involved in their writing ability time and time again through the rest of their lives. ■

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## The negative effect of strong Communicative Language Teaching (CLT) in English conversation classes in Korea

by Everette Busbee  
Jeonju University

WHEN I WAS a graduate student, a History of Science professor gave several guest lectures to us Ecology and Evolutionary Biology majors. At the end of the lectures, a student asked him for some grand conclusion from his studies. The professor replied that the most consistent thing in all of science, and in fact all of academia, is that the vast majority of scholars go to their graves believing what they were taught in graduate school.

The answer, like most good humor, was unsuspected, but rang true. After that lecture, I noticed that, just as our birth date often pinpoints the music we like best—Frank Sinatra, the Beatles, the Eagles, U2—the date we attended graduate school often pinpoints the thoughts we hold.

There is a kind of fossilization of thought. The bound-

aries of acceptable intellectual activity are laid firmly, and all thought must fall within those boundaries. I saw this at Cornell. The oldest member of the Ecology and Evolutionary Biology faculty, a world-famous evolutionist in his younger days, lectured based on ideas once on the cutting edge, but which had become quaint.

It is true for art, too. Ceramics majors from the late 50s to early 60s dislike color in sculpture. Many professors who went to graduate school during that period maintained until the 80s that "color prevents our seeing the form." Younger voices finally drowned them out, but in private, older ceramic sculptors will often tell you they still only like brown clay.

The battle cry of the brown-clay generation was "Be true to clay." If it was made of clay and didn't look like clay, it



was considered a lie. Younger ceramists, advancing against the old guard, adopted a bright, even garish palette, and used clay to represent any material. At times fooling the eye was even the goal.

Each generation has its derogatory terms for the previous generation. The young artists producing the thought-out ceramic sculpture of the late 60s disdained the "blood-and-guts school," the spontaneous abstract expressionists of the previous decade. I thought of this as I read a letter to the editor of the *Korea Times* from a native speaker English professor. His battle cry was "Communicators, not parrots" (Morrissey, 1994). I suspect this battle cry may have arisen from his graduate-school days.

His outlook is common among native speaker English teachers in Korea. This view supports communicative classroom activities for the following reasons: Students study English grammar for ten years and can't put together a simple English sentence. This is because the students don't speak, don't communicate in English. To learn English conversation, students must therefore be given an opportunity to communicate. Because our classes are large, the only people available for students to communicate with are other students. Therefore, students must talk among themselves.

**T**HE INITIAL PREMISE, ineffective Korean English teaching, is undeniable. That the failure is due to a lack of communication is likewise undeniable. And, true, we have large classes.

However, the conclusion that Korean students must talk among themselves is so questionable that when I search for the reason for its existence, I can only guess that it comes from fossilized graduate school ideas, or such ideas passed around second hand. That something of such questionable value is so adamantly supported by so many trained language teachers of course leads one to suspect that the support arises not from the stated reason—the supposed effectiveness of CLT—but from some hidden reason.

I came across an article by Geoffrey Broughton, which Mary Finocchiaro (1989) considered important enough to reprint in its entirety, that gives insight into the reason behind the popularity of student pair-work. Broughton writes:

The English teacher is often faced with the conflicting problems of teaching large classes and the need to give them massive practice in the structures of the language. What is more, few course books, if any, give sufficient practice material to ensure controlled oral drill to the point of saturation in the patterns that have been taught. Understandably, many teachers take the line of least resistance to these difficulties, and limit their oral work to a minimum of class repetition and a few scattered questions.

Broughton is saying that textbooks just don't provide enough for the teacher to do. I know this from my own experience: a *Streamline* lesson that is supposedly designed to fill one hour may run its course in 20 or 30 minutes. How is the teacher to fill the rest of the hour? Broughton's talk of a "line of least resistance" can be rephrased as a "half-hearted token attempt at drills and questions."

Filling up an hour of class time can be a major problem. One alternative is to use techniques such as those suggested

by such classic writers on language teaching as Wilga M. Rivers (1978), or by more contemporary writers, such as those whose work is collected in *Teaching English as a Second or Foreign Language*, edited by Marianne Celce-Murcia (1991). These classroom activities almost invariably require large outlays of teacher energy. Another alternative is offered by Broughton: "Set the students working orally in pairs." This requires vastly less teacher energy. Not only is a small energy outlay required from strong CLT teachers, those CLT teachers can feel good about their teaching because they feel they have theory on their side, even though the adherents of that theory "stack the cards in their favor," (Richards & Rogers, 1986). It is small wonder that CLT is so popular.

CLT advocates are at the forefront of condemning Korea's English education. And they are right—Korea's English education system is a failure. But so is much of native speaker English education. True, I have met some English students whose English is proof of the effectiveness of their native speaker teachers. But more often I have met motivated college students who have studied with native speaker professors for up to four years, but still have difficulty producing a single sentence an American tourist in Korea could understand. And these students cannot understand the simple sentence "Can I help you?" spoken with native speaker pronunciation and native speaker speed.

Many of my native speaker colleagues teach mainly by directing students to talk to students, and I have good-naturedly asked a few of these professors to document the success of their methods. "Take me to some students you have taught," I say, "and let me talk to them. I want to see if their pronunciation allows them to communicate, even on a basic level, with a native speaker who has not taught English. I want to see if their listening comprehension allows them to communicate, even on a basic level, with a native speaker who has not been trained to speak painfully slowly. I want to see if they can produce sentences with enough grammatical form to communicate their intended meaning."

One colleague, a sincere teacher committed to improving English education at all levels in Korea, quickly answered that none of his students could do this, because most of them never bothered doing the assigned classroom activities. "They just sit there. They don't even try. They are lazy, or shy, or afraid of making mistakes," he said. That is indeed harsh on students. Many of our students are reasonably motivated, and quite a few are fanatics about learning English. Blaming them for poor English skills is a classic example of blaming the victim.

**P**ROFESSORS NOT WEARING communicative approach blinders might draw another conclusion: something is dreadfully wrong with the method they have chosen to teach conversation.

A Korean colleague's experience as a beginning English teacher gives us insight into Korean college English conversation classes. He studied in Canada many years, and is a few percentage points shy of being a native speaker. He tells of his bewilderment when, as a new professor just back from Canada, he taught his first English conversation

classes. For two or three weeks he understood nothing the students said in English, not only because of their poor pronunciation, but also because of their ungrammatical constructions and misuse of vocabulary. What was so funny, he said, was that they could understand each other well. But after listening to them for many hours, he, too, learned to comprehend their English (Prof. Kim Hyoung-su, Jeonju University, personal communication, 1993).

Our students desperately need help in pronunciation and listening comprehension. Hinofotis and Bailey (1980) found that there is a threshold level of pronunciation such that if a nonnative speaker's pronunciation falls below that level, he or she is unable to orally communicate. And van Ek (1975) has said that there is not much point in being able to speak a language if one cannot understand it as well.

Yet a colleague who champions communicative activities tells me he speaks "as little as possible" in class, and he *never* teaches pronunciation in his junior classes. I asked if they had good pronunciation, and when he paused, I said, "If their pronunciation is good, show me." He then admitted that they didn't, but added, "They're supposed to by the time they are juniors, so I don't teach pronunciation." That is teaching by the numbers, it is hardly taking the needs of his students into consideration. This man flies halfway around the world to come teach English in Korea, with his main qualification being that he was born in America, and then he speaks as little as possible in class. It is material for comedy.

The teaching method of my colleague who talks "as little as possible in class" is to assign a communicative activity, and then walk around class listening for mistakes. For the last ten minutes of the class, he writes the mistakes on the board and then explains the correct way. Most of the time he is speaking English, he is teaching grammar. "Class, here is the wrong way to say it, and here is the correct way," just like in Korean middle and high school English grammar classes.

The professor who talks as little as possible in class once disagreed with my teaching methods until he talked to one of his colleagues who, surprisingly to him, told him that my methods work well, but that most teachers don't want to put that much energy into teaching, and instead prefer to walk silently around the room as their students talk to each other about such-and-such.

**I** THINK his interpretation is a bit cynical. A more charitable view is that the communicative approach is so unquestioned that it has become an end in itself. It is like the doctor saying the operation was a success, but the patient died. The doctor has a clear conscience, knowing he performed the operation exactly by the book. The death of the patient is an afterthought. Theory over reality.

We see this many times in our field. An English teacher once wrote a letter to a professional English-teaching journal (Matheson, 1993) saying that he had tried a trivia game with his students, but they gave only one-word answers, and then only after talking it over in Korean. The teacher asked what could be done to change this situation.

The man's sincerity is undeniable, but this is a clear case of starting out with a theory (Communicative Language Teaching) and trying to force the data (student incapability

of more than one-word answers) to fit the theory.

Communication is obviously the goal. Surely every native speaker in Korea knows that. But in communicative activities in college conversation classes in Korea, is there much communication at all? And what is the quality of the communication that does occur? I suggest this to teachers who teach primarily by having beginning students talk to beginning students: Hide a microphone in the classroom and secretly record pairs and groups at work, and then honestly evaluate the effectiveness of such activities.

Communicative activities are obviously of great value, but just as obviously, they are only of value for students with skills adequate for the assigned activity. Let's say you are a low to middle beginner Korean language student. Your pronunciation is so bad that Koreans sometimes think you are speaking English when you try to speak Korean. You can comprehend nothing a Korean says to you unless it is painfully slow. You are incapable of putting together a simple sentence. How would you perform in a class if you were assigned Korean communicative classroom activities requiring skills you just didn't have? You would undoubtedly speak in English, give one-word Korean answers, or else remain silent, no matter how highly motivated you were. You would be just like many of our Korean English students.

The abilities, and the needs, of beginner students are special, and almost all of our entering college students are beginners. For the beginner student, teachers should skillfully and dynamically use their voices to provide input for acquisition of some basic English.

Not only can students learn communication skills, they can learn to pronounce real English, and comprehend real spoken English. Krashen (1982) says that a successful second language teaching program will "supply a great deal of comprehensible input that is interesting and relevant to students."

If a native speaker professor directs beginning students to talk to each other for most of a class, that teacher has designed a situation in which the only English their students hear is beginner English—poor in pronunciation, garbled in construction, and ineffective in communicating. The blind are leading the blind. It is impossible for acquisition to occur.

All this is easily understood by a teacher with the skills to creatively interact with a large class, and help students develop basic skills—how to use a variety of simple patterns, and how to pronounce and comprehend real English. But it may sound like parrot training to teachers who can only walk around the classroom as students make feeble attempts to perform activities far beyond their skills.

The Soviet Union was once described as a place where employees pretended to work, and employers pretended to pay them. The communicative activities classroom for beginner students is a place where students pretend to communicate and teachers pretend to teach.

**S**O WE ARE doing something wrong. There is a flaw in the logic that leads a native speaker in Korea to "talk as little as possible in class." I think there are three reasons native speakers may choose a minimal input approach in which teacher silence is the stated goal. First, we are

treating our students as if they are at a much higher level than they really are. We may become confused by their advanced knowledge of grammar and their large vocabularies, and forget that, conversationally, they are usually low-to-middle beginners.

Second, we forget that conversation, as sustained communication, is a two-way street, and that 50% of it is listening. Our students could listen to each other's beginner English for a thousand hours and not acquire a single listening skill for dealing with native speaker English, real English.

Third, we are teaching our students here in Korea as if they were new immigrants in the United States. Our students have different needs from new American immigrants. An English conversation student in the United States has ample opportunity to hear real English to reinforce formal instruction. A trip to a fast food place gives the student a very real *Can I help you?* (The vowel of *can* is a schwa, and it is unstressed. The vowel in *you* is also a schwa. The *h* is obscured.) English language students in the United States learn outside of class that the pronunciation of *to* in *going to school* differs markedly from that of the words *too* and *two*. They learn that *banana*, *Madonna*, and *pajamas* are each pronounced with two unstressed schwas.

**B**ECAUSE most ESL students in Korea cannot go to an English-speaking country to study, colleges try to bring a little piece of an English-speaking country to the students—they add native speakers to their faculties. Somehow many native speakers don't understand this, and short-circuit the system by "trying to talk as little as possible" in class. They go about teaching as if their students here in Korea *do* have opportunities to hear real English.

Kang (1994) insightfully concluded that "Most TESOL research has been done on recent immigrants to the U.S.... Whether or not the TESOL model is the valid one for English pedagogy in Korea" has not been answered.

A further problem is that there is a vagueness to the goals of CLT, which are often stated something like "to get the students talking." A good teacher must have concrete goals. For me, our goals are to help students develop some pronunciation skills and listening skills for real English, and to help them acquire—really acquire—some basic communication skills. All too often, our only goal seems to be to go through a list of communicative activities. If our students don't happen to get much out of it, we can then blame them for a lack of motivation, or blame their high school teachers.

Just as it may never occur to older Korean high school teachers that the grammar method of teaching they learned long ago is part of the problem, it may never occur to us that our own teaching might be the problem. After all, our teaching conforms to the theory we learned in graduate school. The patient dies, yet we sleep well.

But perhaps I am unfair to graduate schools. Does assigning students communicative activities above their abilities conform to any ideas ever taught in graduate school? Holstein (1993) went so far as to say that the "Communicative Approach so much in vogue these days started off as a good idea, but has suffered over the years at the hands of those who ignore its basic principles."

One of those principles is that meaningful input from a teacher is at least as important as meaningful output from the students, and is probably much more so. There are a number of "Comprehension-based" approaches—for example, the Natural Approach of Terrell (1982) and the Total Physical Response of Asher (1977/1982)—that even dismiss the necessity of student output at all until they are at least at low intermediate stages in listening comprehension skills. Nida (1957/1982) went so far as to say that "Learning a language is very largely a task of learning to hear it." The native speaker who speaks as little as possible in class is simply ignoring the vast evidence indicating that in the initial stages of learning a language, the ear is far more important than the tongue.

**A**S I SAID, communicative activities are of unquestionable value for more advanced students. But even there, the teacher's voice, or tapes, are crucial. A book common in Korea is *Functions of American English: Communicative activities for the classroom*, by Leo Jones and C. von Baeyer (1983). The authors say it is for "high intermediate and advanced learners who feel confident about using basic grammar." I am not particularly fond of this book, but I have used it a few times. It is indeed for advanced students.

In spite of its being for advanced students, it advises students not to read the conversation until they have listened to the taped conversation at least twice. Students then listen to more taped material, which they go over with the teacher. The students are told to "make sure that you can pronounce the new expressions well." Exercises follow, the first often "directed by the teacher." One such exercise says, "Because your tone of voice is extremely important when you ask someone to do something, this section should be done with your teacher. You may need to be corrected frequently at first." In addition, many other exercises involve interaction with the teacher. *Only after all this preparation, does the pair or small group work begin.*

This "high intermediate and advanced" communicative activities class requires that students deal directly with the teacher, or a tape, at least half the period, and stresses the importance of pronunciation. This is hardly talking as little as possible in class.

Prator and Robinett's *Manual of American English Pronunciation* (1985) begins by telling the student: "The fundamental method by which a student learns to pronounce English is by imitating the pronunciation of English-speaking persons.... Do so as accurately and often as you can.... Your success will depend largely on the sharpness of your ear and your ability as an imitator." As much as some of my colleagues may despise the much-maligned bird of the tropics, Prator and Robinett are saying that a student who is a good parrot is more successful at learning to pronounce well.

Our goal is not to produce students who can communicate with each other on a rudimentary level in an English unintelligible to any native speakers who don't teach English. Our goal is to help students develop skills in real English.

The gentle art of English teaching should perhaps not be defiled by competitiveness, but any time one method or approach is advocated over another, it is a type of academic

competition. So I ask for your prediction in the following armchair experiment:

**T**HERE IS an annual Chili Cookoff in Terlingua, Texas. In a similar vein, we will have an English Teachoff. We will take a well-experienced teacher who habitually interacts directly with students, even in large classrooms. This teacher, among other things, often models for students to parrot, tells students simple intelligible stories in real English, rapidly asks a huge number of questions about the stories, and works to assure student answers are correct in both grammar and pronunciation.

Then we will take another well-experienced teacher, one well-respected as an advocate of strong Communicative Language Teaching. This teacher talks as little as possible in class. Her students learn English mostly by talking to each other.

We will give each of these two teachers a class of 40 mid-beginner students, balanced for skills, aptitude, and motivation. (We can do that easily—this is an armchair experiment.) The teachers will teach their class for two semesters. Then we will bring from the United States a team of experts who will assess the students' language skills using the guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL). This is an expensive undertaking, but armchair experiments have unlimited grants. Students will be given the two conversation tests, speaking and listening.

The ACTFL guidelines (reprinted in Savignon & Berns, 1984) are concerned mainly with effective communication. The following are excerpts from the several pages of detailed guidelines for ranking only speaking skills:

**Mid novice [Beginner]**—Utterances rarely consist of more than two or three words. Pronunciation is frequently unintelligible.

**Low intermediate**—Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology [that is, pronunciation].

**High intermediate**—Still has to repeat utterances frequently to be understood by the general public.

**Advanced plus**—Generally strong in vocabulary or grammar, but not in both. Weaknesses or unevenness in one of the foregoing or in pronunciation result in occasional miscommunication.

Which group of students in our armchair experiment will most likely score higher on this test that measures communicative skills—the ability to utter English that communicates to native speakers, and the ability to comprehend the utterances of native English speakers?

In my mind, there is little doubt. The group that rarely heard anything but the English of fellow beginners would improve their pronunciation not at all, they would learn no listening skills for real English, and they would incorporate few skills, if any, for producing sentences grammatically adequate for communication with a native speaker. They might, however, be able to communicate among themselves in a strange student language only they and their teacher understand. This, however, is irrelevant for the test.

On the other hand, the students interacting mostly with the skilled native speaker teacher will improve their ability to form grammatically adequate, well-pronounced senten-

ces, and will improve their ability to comprehend real spoken English. That is, they will have learned to communicate better.

This is so obvious that the normally-silent teacher might cheat a little during the experiment, and talk more in class. If our armchair grant allowed us to offer a \$100,000 reward to the winning teacher, the normally-silent teacher might cheat a lot.

**T**ERRELL (1982) wrote that "students in an audiolingual approach usually have excellent pronunciation, can repeat dialogues and use memorized prefabricated patterns in conversation. They can do pattern drills, making substitutions and changing morphemes using various sorts of agreement rules. What they very often cannot do is participate in a normal conversation with a native speaker."

To this I add: Students in a strong CLT program can communicate at a basic level with other members in their class, and with teachers who not only speak slowly but who also know the strange grammar and pronunciation of the student language. What they very often cannot do is participate in a normal conversation with a native speaker. ■

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## The magical method

by Scott Berlin  
Kongju National University

WITH GREAT HOPE in their voices and expectation in their eyes, students have often asked—waiting for me to reveal the secret identity of the one magical method—“What’s the best method for learning English?” Perhaps you have experienced a similar situation. Students want to know how they can make the best use of their study time, and what approach will expedite the process of second language acquisition. Their questions plea for some method that will make the process of learning another language quicker and easier for them.

Audio Lingual, The Natural Approach, Grammar-Translation, The Direct Method, Total Physical Response—these are but a few of the methods that have been developed for teaching second languages. Teachers have spent immeasurable time and effort researching, testing, and studying all the possible methods or combinations of methods to find one conclusive answer to the students’ question.

Indeed, everyone is searching for the one, true, “best” method. It has occurred to me that this arduous search is somewhat like the Buddhist teaching, “One cannot search for the ox while riding on the ox.” Everyone is working hard to find the magical method, yet our efforts are, in themselves, the magical method.

My students are disappointed when I give them my answer to the “best method” question. Think about the question, “What is the best method for learning X language?” Are Korean students the first students to ask this question? Of course not. As long as humans have been learning second languages, that has been the foremost question. Imagine the situation from an industrial-technological point of view. With all the effort, research, and study that has been put forth to answer that one question, don’t you think someone would have discovered the answer by now? It is my belief that if there were one best method, somebody or some company would own a patent on the

technology and would be extremely rich by now. The fact is that you cannot own a patent on hard work!

Continuous hard work! Great efforts yield great results. It is so simple, yet most people fail to truly understand the principle. My own belief is that all things in life are now, and in the long run, must be in balance. The Bible speaks of this principle: “As you sow, so shall you reap.” Newton explained the principle in terms of physics: “For every action there is an equal and opposite reaction.” Another way to put it is this: If you want great success, or if you want to achieve a big goal (like mastering a second language) you must first put forth great effort. Every religion and philosophy recognizes the virtue of hard work; every self-made person understands hard work. Great effort is neither a magical formula nor a complicated principle. It is just hard work!

“But, Mr. Berlin,” one student said, “it’s so hard for me to make it to your English class because your class begins at four o’clock and, well, I’m so tired by four o’clock.” In a gentle, calm voice, I responded to that student’s excuse, “Fine. And don’t expect to improve your English ability. If you want to have plenty of rice to eat during the long, cold winter months, you’ll have to do a lot of hard work during the summer months.” The student went away with a puzzled look, trying to make a connection between Mr. Berlin’s four o’clock English class and rice.

If you expect that learning a second language will require just a little bit of time and effort, you are going to be disappointed. If you think that having a wonderful, fulfilling relationship with your spouse or sweetheart will require a little bit of time and effort, you are going to be disappointed. If you expect any worthy endeavor in life to require just a little bit of time and effort, you are going to be disappointed. Achieving goals is not always easy, but it is simple. It just takes hard work. It is the only magical method I know of that guarantees success. ■

***Business Communication:  
Ten Steps to Success.***

Lin Lougheed.

Reading, MA: Addison-Wesley,  
1993. Pp. viii + 136.

*Reviewed by Kim Hyun Sook  
Han Nam University*

**L**IN LOUGHEED'S *Business Communication: Ten Steps to Success* serves as an excellent course book for conversational business English. This book is primarily an English book for business, but it deals with "steps" that are necessary to be a successful business person. It not only provides language skills that are necessary in business but also personal skills that will help students interact more effectively with others involved in business. The book also helps students learn English words and grammar, but more importantly it deals with how they should use these words successfully. It emphasizes the importance of attitudes expressed by words (p. vii). This carefully structured book for both language and personal skills in business is aimed at intermediate level students who are learning English for business purposes (p. viii). More precisely put, however, it is for lower-intermediate business students rather than high-intermediates. The book, dealing with simply structured everyday business conversation, makes any students who have a basic grammar background in English a plausible audience. It is suitable for both ESL and EFL students in business situations. Not only business majors, but those who are interested in communicating with foreigners in a businesslike manner could benefit from the book. Particularly, it is suitable for EFL students because of its focus on the cultural dimensions of English. Helpful business hints in each chapter appear to be most beneficial to EFL students for discussing cultural differences in the business world.

*Business Communication* serves as an excellent course book because of its organization, which is one of its strongest points. Both the clearcut table of contents and the outlines at the

beginning of each chapter serve as quick guidelines to the chapters or sections of interest. Each chapter is arranged in steps (such as "Be Punctual" and "Be Patient") which help students learn how words express attitudes that can affect business relationships. Every chapter has a content list that outlines the focus of the chapter, usually in the following order: "Case Studies," "Personal Success Skills," "Language Skills," and "Words to Know." This content page also includes a "Personal Success Hint" insert that illustrates the steps of the chapter in cartoons. The actual chapter begins with two case studies illustrating one of the steps that is helpful in becoming a successful business person. Questions that follow these case studies and those of the "How About You?" section help students compare opposing interpersonal styles and analyze their own styles. A variety of "Language Skills" and "Personal Skills" activities are designed to help students brush up on their grammar and to develop attitudes that are valuable in the business world. "Reading and writing" exercises involve reading



and writing in actual business situations. The final section of each chapter consists of "Task-based activities" that contextualize the language and personal skills dealt with in the chapter.

This textbook is especially good for a relatively short business English course, but it can also be used along with other texts or materials in a longer course. It could also be incorporated as a business component in a regular English conversation course. In addition, this book, with its complete "Answer Key," could be utilized as a self-study book for help in writing business letters and telephone messages, keeping a calendar, as well as reading graphs and charts, invitations, a company directory, etc.

As a textbook, *Business Communication* certainly is ten steps in the right direction for success in a business environment. ■

***Taking Students Abroad: A  
Complete Guide for Teachers.***

Maggie Brown Cassidy.

Brattleboro, Vermont: Pro Lingua  
Associates, 1988. Pp. 165. ISBN 0-  
86647-028-X.

*Reviewed by Scott Berlin  
Kongju National University*

**T**HIS BOOK was written for any teacher who has taken, or who is considering taking, a group of students to another country. The book goes through the entire process of conducting a trip abroad with students. A chapter is devoted to each step of the process. Chapter One begins the process with, "Thinking it over. Why do you want to take students abroad? Why do students want to go?" Also included are "Plan the details of the trip," "Form your group and get moving," "Fund raising," "Get ready-Orientation," and "Credit and evaluation." In the chapter entitled "Get Set" Cassidy talks about a "luggage hike." This is a full dress rehearsal. The students meet the teacher at school or some other appropriate location. The students are required to bring their bags packed as if they're going to get on the plane at that moment. The teacher then leads the group around, students in full gear with suitcases, backpacks, purses, walkmans and all. They are led up and down stairs and over rough ground (to emphasize that suitcases with wheels are ineffective on gravel, dirt or anything other than a smooth surface). The "luggage hike" ends with one question to the students: "Now, is there anything that you might want to remove from your bags before leaving?"

The book focuses on taking American high school students to Europe. Still, it is written generally enough to apply to almost any group. Unfortunately, the book does not go into much detail about "Culture Shock," "Power Curving" or coping with the stress of being in a foreign culture. From my own experiences, with Korean students going to America and American students coming to Korea, culture shock is a matter that all participants of the trip need to be informed about.

All in all, I found the book very informative and would recommend it to anyone who is considering taking students abroad. ■



## Conferences and institutes around the world

### 1994

- Date:** July 14-17, 1994  
**Name:** 1994 TESOL Summer Meeting  
**Place:** Cedar Falls, Iowa, USA  
**Theme:** Expanding Horizons  
**Contact:** Program Chair, TSM  
 115 Baker Hall, University of Northern Iowa  
 Cedar Falls, IA 50614-0502, USA  
 Tel +1-319-273-2673
- Date:** July 21-23, 1994  
**Name:** The National Languages and Literacy Institute of  
 Australia, Language Expo '94  
**Place:** Convention and Exhibition Centre, Sydney, Australia  
**Contact:** Clare MacAdam, Language Expo '94  
 Fauth Royale and Associates Pty Ltd.  
 22/6 Avondale Rd.  
 Armadale, Vic 3143, AUSTRALIA  
 Tel 03-509-4106, Fax 03-509-9115
- Date:** July 22-23, 1994  
**Name:** CETA (College English Teachers Association of  
 Korea) 30th Anniversary International  
 Conference  
**Place:** Incheon Memorial Hall, Korea University, Seoul  
**Contact:** Prof. Choong-bae Kim (Korea University)  
 Tel +82-2-920-1617, Fax +82-2-928-5331  
 or  
 Prof. Oryang Kwon  
 Seoul National University English Education Dept.  
 56-1 Shinrim-dong, Kwanak-ku  
 Seoul 151-751, KOREA  
 Tel +82-2-880-7674, Fax +82-2-889-8971
- Date:** July 29-31, 1994  
**Name:** Symposium on Professional Communication in an  
 Intercultural and Multicultural Context  
**Place:** Iowa State University, Ames, Iowa, USA  
**Theme:** Making Connections  
**Contact:** Rebecca E. Burnett  
 Department of English, Iowa State University  
 Ames, IA 50011-1201, USA  
 Tel +1-515-294-5654, Fax +1-515-294-6814  
 Email s2.reb@isumvs.iastate.edu
- Date:** August 5-7, 1994  
**Name:** South Africa TESOL Fourth Annual National  
 Conference  
**Place:** The University of the North, Pietersburg, South  
 Africa  
**Contact:** Francis Molefe Ralenala, Conference Coordinator,  
 SATESOL '94

Department of Language Methodology  
 University of the North, P/Bag X1106  
 Sovenga 0727, South Africa  
 Tel 01521-682398, Fax 01521-670152

- Date:** September 15-17, 1994  
**Name:** British Association for Applied Linguistics  
 (BAAL), 27th annual meeting  
**Place:** University of Leeds  
 For proposal information contact:  
 Martin Bygate  
 Centre for Applied Language Studies  
 University of Reading  
 PO Box 218, Whiteknights  
 Reading RG62AA, UK  
 Tel 0734-318511, Fax 0734-756506

For attendance information contact:  
 Lynne Cameron, BAAL  
 International Education  
 School of Education  
 University of Leeds  
 Leeds, UK  
 Tel 0532-334575, Fax 0532-334541

- Date:** September 22-24, 1994  
**Name:** Uruguay TESOL  
**Place:** Montevideo, Uruguay  
**Contact:** Alicia Diaz, UruTESOL Convention  
 Casilla 445  
 Montevideo, Uruguay  
 Tel 598-2-470404, Fax 598-2-472-181

- Date:** September 28-October 1, 1994  
**Name:** Southeast Regional TESOL Conference  
**Place:** Clarion Hotel, New Orleans, Louisiana, USA  
**Contact:** Margie Burkart  
 4600 River Road  
 Marrero, Louisiana 70072, USA  
 Tel +1-504-349-7696

- Date:** October 7-10, 1994  
**Name:** JALT '94 (Japan Association of Language  
 Teachers)  
**Place:** Matsuyama University, Matsuyama, Ehime, Shikoku  
 Island, Japan  
**Contact:** JALT Central Office  
 Glorious Tokyo #301  
 2-32-10 Nishi Nippori, Arakawa-ku  
 Tokyo 116, Japan  
 Tel +81-3-3802-7121  
 Fax +81-3-3802-7122

- Date:** October 12-15, 1994  
**Name:** La Societe Pour La Promotion de L'Enseignement  
 de l' Anglais, Langue Seconde, Au Quebec  
**Place:** Quebec, Canada  
**Contact:** Ruth Pidduck, c/o SPEAQ  
 7400 boul. St. Laurent, #530  
 Montreal, Quebec H2R 2Y1, Canada  
 Tel 514-271-3700, Fax 514-948-1231

**Date:** October 13-15, 1994  
**Name:** Carolina TESOL/Foreign Language Association of North Carolina Conference  
**Place:** Holiday Inn Four Seasons, Greensboro, North Carolina, USA  
**Contact:** Marcia Fisk Ong  
1001 Greenhurst Road  
Winston Salem, NC 27104, USA  
Tel +1-910-765-9755, Fax +1-910-765-1315

**Date:** October 13-15, 1994  
**Name:** Society of Pakistani English Language Teachers 10th International Conference  
**Place:** Karachi, Pakistan  
**Contact:** Nasreen Hussain  
c/o Aga Khan University School of Nursing  
Stadium Road, PO Box 3500  
Karachi, Pakistan  
Tel 4930051, Ext. 2242/2324  
Fax +92-21-4934294

**Date:** October 13-16, 1994  
**Name:** Mexico TESOL  
**Place:** Ixtapa, Guerrero, Mexico  
**Contact:** MexTESOL  
San Borja 726-2  
Col del Valle 03100, Mexico, D.F.  
Tel 576-16-48, Fax 575-54-73

**Date:** October 28-30, 1994  
**Name:** New York State TESOL Annual Fall Conference  
**Place:** Long Island Marriott Hotel, Uniondale, New York, USA  
**Contact:** Linda Ann O'Malley  
235 Doherty Avenue  
Elmont, NY 11003, USA  
Tel (H) +1-516-352-2141, (W) +1-516-877-1260  
Fax +1-516-742-2015

**Date:** November 3-5, 1994  
**Name:** Midwest Regional TESOL Conference, Mid-America TESOL  
**Place:** St. Louis, Missouri, USA  
**Contact:** Adelaide Parsons  
1217 Rockwood Drive  
Cape Girardeau, MO 63701-4734, USA  
Tel +1-314-651-2551

**Date:** November 4-5, 1994  
**Name:** Oregon TESOL Fall Conference  
**Place:** Portland State University, Portland, Oregon, USA  
**Contact:** Maria Dantas-Whitney  
Tel +1-503-737-6977

**Date:** November 11-12, 1994  
**Name:** TESOL Italy  
**Place:** Rome, Italy  
**Contact:** Lauren Collura  
Via Boncompagni 2  
00187 Roma, Italy  
Tel +39-6-4674-2432

**Date:** November 15-17, 1994  
**Name:** Technology, Reading, and Learning Difficulties, 12th annual national conference  
**Place:** San Francisco, California, USA  
**Contact:** Educational Computer Conferences  
1070 Crows Nest Way  
Richmond, CA 94803, USA  
Tel +1-510-222-1249

**Date:** November 18-20, 1994  
**Name:** American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference  
**Place:** Atlanta, Georgia, USA  
**Contact:** ACTFL, 6 Executive Plaza  
Yonkers, NY 10701-6801, USA  
Tel +1-914-963-8830, Fax +1-914-963-1275

**Date:** November 21-24, 1994  
**Name:** Central States Conference on the Teaching of Foreign Languages  
**Place:** Kansas City, Kansas, USA  
**Contact:** Jody Thrush  
Madison Area Technical College  
3350 Anderson Avenue  
Madison, WI 53704, USA

**Date:** December 14-16, 1994  
**Name:** The International Language in Education Conference 1994  
**Place:** The University of Hong Kong  
**Contact:** The Secretary, ILEC 94  
c/o Department of Curriculum Studies  
The University of Hong Kong  
Pokfulam Road, HONG KONG  
Tel +85-2-859-1936  
Fax +85-2-857-9564  
Email ilec@hkucc.hku.hk

**Date:** December 27-30, 1994  
**Name:** Modern Language Association (MLA) Annual Conference  
**Place:** New York, New York, USA  
**Contact:** MLA  
10 Astor Place  
New York, NY 10003-6891, USA  
Tel +1-212-614-6370

## 1995

**Date:** January 12-14, 1995  
**Name:** Thai TESOL 15th Annual Convention  
**Place:** Ambassador Hotel, Bangkok, Thailand  
**Theme:** Diversity in the Classroom

### Proposals

**Due by:** September 15, 1994  
**Contact:** Prapa Vittayarungruengsri  
Dept. of Foreign Languages, Faculty of Science  
Mahidol University  
Rama6, Bangkok 10400, Thailand  
Tel 662-2461377, Fax 662-2477050  
Email scpvt@mucc.mahidol.ac.th

**Date:** March 2-4, 1995  
**Name:** Southern Conference on Language Teaching  
**Place:** College of Charleston Conference Center,  
Charleston, SC, USA  
**Contact:** Billie Edmonds  
412 Harrell Drive  
Spartanburg, SC 29307, USA

**Date:** March 28-April 1, 1995  
**Name:** 29th Annual TESOL Convention  
**Place:** Long Beach, California, USA  
**Theme:** Building Futures Together  
**Contact:** TESOL  
1600 Cameron St., Suite 300  
Alexandria, VA 22314, USA  
Tel +1-703-836-0774, Fax +1-703-836-7864

**Date:** May 14, 1995  
**Name:** Southwest Regional JALT Conference  
**Place:** Kitakyushu, Japan  
**Theme:** Facing the Challenge: L1 and L2 Teachers Share  
Insights for Global Language Acquisition  
**Note:** Presentations invited from members of Korea TESOL  
**Contact:** L. Dennis Woolbright  
2 Ibori, Kokura-Kitaku  
Kitakyushu 803, Japan  
Tel +81-93-591-1991, Fax +81-93-581-6501

## 1996

**Date:** March 26-30, 1996  
**Name:** 30th Annual TESOL Convention  
**Place:** Chicago, Illinois, USA  
**Contact:** TESOL  
1600 Cameron St., Suite 300  
Alexandria, VA 22314, USA  
Tel +1-703-836-0774  
Fax +1-703-836-7864

## 1997

**Date:** March 11-15, 1997  
**Name:** 31st Annual TESOL Convention  
**Place:** Orlando, Florida, USA  
**Contact:** TESOL  
1600 Cameron St., Suite 300  
Alexandria, VA 22314, USA  
Tel +1-703-836-0774  
Fax +1-703-836-7864 ■



# TESL-L

## The Electronic Discussion Forum for Teachers of English to Speakers of Other Languages

### W H A T W H Y

TESL-L is a worldwide, 24-hour electronic communications resource for professionals in the field of English language teaching.

It is available free to anyone with access to BITNET or INTERNET.

TESL-L was established to help members with similar interests discuss matters of mutual concern and coordinate their teaching and research efforts more effectively.

The speed and power of telecommunications give ESL/EFL professionals around the world a quick and efficient way to remain in touch with what's happening in the field.

You can get news of conferences, jobs, books and materials, as well as discuss all of these with your colleagues.

### H O W

To join TESL-L you must first have an electronic mail account.

Your institution's computer center may help you get one, or you may be able to use a commercial service.

When you have established your account, send an email message to: `LISTSERV@CUNYVM.BITNET` or `LISTSERV@CUNYVM.CUNY.EDU` (use whichever address works for you).

In the body of the message, type *SUB TESL-L yourfirstname yourlastname* (e.g., *SUB TESL-L Martha Washington*).

If you have problems, send a message to the TESL-L management at `eslcc@cunyvm.cuny.edu`.

## Job openings

**PAGODA LANGUAGE SCHOOL**, Seoul. Position: ESL instructors. Qualifications: Degree in TESOL. Salary: Commensurate with experience. Benefits: RT airfare, help with housing, medical expenses & other benefits. Visa Sponsorship: (Information not supplied). Application deadline: Openings throughout the year. Contact: Steve Bagaason, Director, Pagoda Language School, 56-6 2nd Street, Jong-ro, Seoul, Korea. Tel 02-277-8257.

**BCM LANGUAGE CENTER (Min Byoung-chul)**, Seoul. Position: English instructors for conversation classes. Beginning: Open. Qualifications: TESL certification, minimum 4-year

degree, experience preferred. Salary: ₩12,500/hour, minimum 100 hours monthly. Visa Sponsorship: (Information not supplied). Contact: Shane M. Peterson, Coordinator, or J.H. Kim, Manager, BCM Language Center, 1318-8 Socho-dong, Socho-ku, Seoul. Tel 02-569-3161. Fax 02-556-7779.

**YEUNGNAM UNIVERSITY**, Taegu. Position: Several instructors are needed for the 1994 opening of a new Graduate Center in downtown Taegu. Qualifications: MA or BA in ESL/EFL or related field. Duties: Plan, teach and evaluate classes. Salary: ₩1,300,000 for teaching 24 hours/week, split shift. Benefits: Furnished apartment, 12 weeks vacation plus 15 holidays off, one round-trip airfare to country of origin, medical insurance. Visa Sponsorship: (Information not supplied). Contact: Dr. Jeong, Director, Foreign Language Institute, Yeungnam University, 214-1 Dae-Dong, Gyoungsan

713-749, Korea.

**YEUNGNAM UNIVERSITY**, Taegu. Position: Visiting Professor, English Education Department. Beginning: August 20, 1994. Qualifications: MA in TESOL or related field. Must be upbeat, flexible and sensitive to foreign cultures. Duties: Teach conversation and composition classes to English Education majors (20 students per class) and teach one or two classes per year to International Trade majors (60 students per class). Teaching load: 9 to 15 hours per week, Monday-Friday. Salary: ₩1,079,000 per month plus bonuses (₩18,343,000 annually). Benefits: Unfurnished two-bedroom apartment (no furniture or appliances) and full medical coverage. Paid vacation time includes both summer and winter breaks (2½ months each) plus about 15 Korean holidays. Visa Sponsorship: (Information not supplied). Contact: Chuck Mason, 8-201

*The editors welcome announcements of position openings and ask that prospective employers provide details about responsibilities, visa support, requirements and benefits. However, we cannot vouch for the status of an institution listed here, nor can we certify the veracity or accuracy of the information published. The publication of an announcement for an institution does not constitute an endorsement of that institution by Korea TESOL or the editors.*

*Organizations wishing to place an announcement on this page may do so by completing the form at right and sending it to the editor, Dwight J. Strawn, at 2-91 Shinchon-dong, Suhdaemoon-ku, Seoul 120-140; Fax 02-364-4662.*

*Employers and applicants are reminded that foreign teachers are not allowed to accept employment without a visa status that permits it. Employment in part-time positions outside the scope of one's visa may require special permission from the immigration authorities.*

### Position Announcement for Language Teaching: The Korea TESOL Journal



Name of Institution or Program:

Location (City, Province):

Position Title:

Position Available from (Date):

Qualifications:

Duties:

Application Deadline and Application Materials Requested:

Salary, & Benefits:

Is visa sponsorship provided?  Yes  No

Contact Name, Address, Tel/Fax:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Aid Apt., Manchon 2-dong, Susungku, Taegu 706-022, Korea. Tel 053-741-1227.

**DAEJON VOCATIONAL JUNIOR COLLEGE & DONG-A LANGUAGE INSTITUTE**, Taejon. Position: Openings at the college beginning in March each year and at the language institute on an as needs basis. Qualifications: Applicants must be native speakers with a BA in English, linguistics or education and some TESOL experience or certification, or a masters in linguistics or TESOL. Duties: Planning for and teaching classes; completing a staff development project within each 9-week period. Teaching responsibilities will not exceed 22 hours/week. Salary: Salary depends on qualifications and experience but ranges from US\$15,000 to US\$24,000 (paid in Won). Benefits: A furnished, shared apartment, health insurance and RT airfare for teachers who stay two years. Visa Sponsorship: (Information not supplied). Contact: Jim Richardson, Daejon Junior College, 226-2 Jayang-dong, Dong-ku, Taejon 300-100, Korea. Tel 042-625-7250.

**SAMSUNG HUMAN RESOURCES DEVELOPMENT CENTER**, Yongin, Kyonggi-do. Position: English instructors for Samsung employees, ages 30-42, who have or will have extensive contact with speakers of English. Qualifications: MA in EFL/ESL or related field. Duties: Up to 25 contact hours per week, from 7:00 AM to 4:10 PM Monday-Friday. Salary: ₩1,650,000/month, negotiable depending on qualifications. Benefits: 50% of medical insurance, semi-furnished apartment, transportation to and from HROC, 6 weeks vacation. Visa Sponsorship: (Information not supplied). Contact: W.S. Kim, Samsung Human Resources Development Center, Center for the Study of Foreign Languages, 12-21 Kasil-ri, Pogok-myun, Yongin-kun, Kyonggi-do 449-810, Korea. Tel 0335-30-3472. ■

## British Council 1994 international seminars

**T**HE British Council, as part of its annual program of sponsoring international seminars in Britain for pro-

fessional people from around the world, will sponsor four seminars this year related to English language teaching. These seminars, listed below, will be held in September and October and will be led by British ELT experts. The fees include comfortable accommodations and a social and cultural program administered by an experienced British Council staff member.

For further information about the British Council ELT seminars, contact the British Council office in Seoul or write to:

International Seminars Dept.  
The British Council  
10 Spring Gardens  
London SW1A2BN, UK  
Tel +44-71-389-4264/4252/4162  
Fax +44-71-389-4154

**Training pre-service EFL teachers: a hands-on experience for trainers.** Edinburgh, September 10-23, 1994. The course will provide teacher trainers with the opportunity for hands-on practice with a group of British people wanting to take their first steps in teaching EFL, followed by tutorial input related to the hands-on experience. *Target audience:* experienced teachers committed to becoming trainers; lecturers in teacher training colleges and universities involved with the practical side of pre-service training; departmental heads and inspectors with training responsibilities. Director: Ian McGrath. Fee: £1,850.

**Developing language learning materials for particular educational contexts.** Liverpool, September 11-23, 1994. The seminar will focus on developing materials for particular contexts, allowing participants to discuss projects in progress during the course. It will consider the writing and selection of texts, and the adaptation of existing materials. *Target audience:* materials writers, teacher trainers, curriculum development and materials evaluation personnel and experienced language teachers. Participants must have adequate knowledge of English; this will be examined in advance. Director: Geoff Thompson. Fee: £1,480.

**Language and cultural identity: a DUET workshop.** Cardiff, September 11-23, 1994. The seminar will study the relationship between the

teaching of language and the teaching of culture and the target culture. Specific questions will be: what English? what culture? and cultural identity and cultural difference both within and between individuals and groups. *Target audience:* language policy-makers and managers of EFL and ESL education; curriculum co-ordinators, senior teachers and lecturers in secondary and higher education. Director: Colin Evans. Fee: £1,650.

**ELT in large classes: investigation and management.** Leeds, September 18-October 1, 1994. The seminar will introduce participants to the most recent developments in large class studies and aim to help participants investigate their own large class situations from a variety of perspectives. Participants will be asked to bring data, from the large classes to which they have access, for analysis. *Target audience:* educationalists who have contact with large ELT classes as teachers, administrators, inspectors, or teacher trainers. Applications are encouraged from people working at primary, secondary and tertiary levels. Director: Hywel Coleman. Fee: £1,690. ■

### CALL FOR PAPERS

#### *Thai TESOL 15th Annual Convention*

#### *Diversity in the Classroom*

January 12-14, 1995  
Ambassador Hotel, Bangkok

Deadline for abstracts:  
September 15, 1994

#### Contact:

Prapa Vittayarungruengsri  
First Vice-President  
Dept. of Foreign Languages  
Faculty of Science  
Mahidol U.  
Rama6, Bangkok 10400  
Thailand

Tel 662-2461377  
Fax 662-2477050

Email  
secpvt@mucc.mahidol.ac.th

# TESOL grants and awards 1994-1995

**G**RANTS AND AWARDS sponsored by TESOL are made possible by the generous support from TESOL members. Without member contributions, many TESOL awards would not be possible.

Contributions can be made when paying annual membership dues, when registering for a TESOL convention, or at any other time. In addition, all proceeds from the Awards Raffle as well as a portion of proceeds from the Fun Run at the TESOL convention are deposited into the award accounts.

TESOL gratefully acknowledges the funding support of the following: Longman Publishing Groups, Newbury House (a division of Heinle & Heinle Publishers), Prentice Hall Regents Publishing Company, and the United States Information Agency.

Awards are also supported by member contributions to the Ruth Crymes Memorial Fund, the Albert H. Marckwardt Fund, the Mary Finocchiaro Fund, the Virginia French Allen Fund, and the General Awards Fund (GAF).

## An overview of TESOL Grants and Awards

### Application grants

- *For graduate students:*

#### The Albert H. Marckwardt Travel Grants

The Albert H. Marckwardt Memorial Fund was established in 1976 to honor this distinguished educator from the University of Michigan and Princeton University who helped shape the community of language scholars and teachers. It is maintained through TESOL member contributions.

**Purpose:** To assist graduate students traveling to a TESOL Convention.

**Who's eligible:** TESOL members who are graduate students worldwide in TESL/TEFL programs, *except international graduate students studying in the US, who are eligible only for USIA awards (see below).*

**Amount:** About US\$350 in addition to the amount of the convention registration fees, which are waived by TESOL.

#### The United States Information Agency (USIA) Travel Grants

These travel grants are contingent upon the availability of funding from USIA, and the amount varies from year to year. Should funding not be approved, TESOL will not offer replacement monies.

**Purpose:** To assist graduate students traveling to a TESOL convention within the US.

**Who's eligible:** TESOL members who are graduate students from countries outside the United States currently pursuing a course of study in the United States. Applicants must be enrolled in programs preparing them to teach English to speakers of other languages. They cannot be receiving either travel or academic expenses from the US government, but may be receiving partial support from other sources. Those eligible for these grants are not eligible for Albert H. Marckwardt Travel grants.

**Amount:** About US\$400 in addition to the amount of the convention registration fees, which are waived by TESOL.

#### The TESOL/Prentice Hall Regents/Larry Anger Fellowship for Graduate Study

The funds for this award are donated by Prentice Hall Regents. The recipient of this award is expected to present the results of her/his project at a TESOL convention within 3 years from the date the award is received.

**Purpose:** To support graduate studies in the teaching of English to speakers of other languages and to support the development of projects with direct application to second language classroom instruction.

**Who's eligible:** TESOL members who are or have been (within the last year) enrolled in a TESL or TEFL graduate program that prepares teachers to teach English to speakers of other languages.

**Amount:** One award of US\$2,500.

- *For EFL Professionals:*

#### The TESOL/Longman/Robert Maple Memorial Travel Grant

This travel grant was established in 1989 in memory of Robert Maple, a

materials writer for Longman UK, Ltd., who died in 1988. Funds for the award are donated by Longman.

**Purpose:** To support an EFL professional to attend a TESOL convention.

**Who's eligible:** A TESOL member who is a full-time EFL teacher, teacher trainer, or supervisor in a non-English-speaking setting.

**Amount:** To cover travel and basic expenses not to exceed US\$2,500.

- *For Materials Writers:*

#### The Mary Finocchiaro Award for Excellence in the Development of Pedagogical Materials

This award was created in 1987 in honor of Mary Finocchiaro, a noted educator, author and TESOL president (1970-71).

**Purpose:** To recognize a person who has achieved excellence through the development of practical pedagogical materials not yet submitted for publication.

**Who's eligible:** Any TESOL member.

**Amount:** US\$500.

- *For Researchers:*

#### The TESOL Research Interest Section/Newbury House Distinguished Research Award

The funds for this award are donated by Newbury House, a division of Heinle & Heinle Publishers.

**Purpose:** To recognize excellence in any area of research on language teaching and learning.

**Who's eligible:** Any TESOL member who has completed a research project and either (a) has not submitted a report on the project for publication before November 15, 1994, or (b) has had a report on the project accepted for publication in the *TESOL Quarterly* in the 12 months prior to November 15, 1994, in which case it may be pending publication.

**Amount:** US\$1,000.

- *All TESOL members:*

#### The Ruth Crymes Fellowships to the TESOL Summer Institutes

The Ruth Crymes Fellowship Fund was established in memory of TESOL President (1979-80) and *TESOL Quar-*



terly editor Ruth Crymes who died in an airplane crash en route to the 1979 MEXTESOL Convention in Mexico.

**Purpose:** To support teachers who wish to attend the TESOL Institute and spend July renewing and expanding their abilities.

**Who's eligible:** Any member of TESOL who is a classroom teacher or teacher trainer/supervisor.

**Amount:** The amount varies according to estimated costs, and a waiver of Institute tuition fees may be negotiated. Past awards have ranged up to US\$1,500.

## Nomination awards

### • For Service:

#### The James E. Alatis Award for Service to TESOL

This award was established in 1987 to honor James E. Alatis for his 21 years of devoted service as TESOL's first Executive Director.

**Purpose:** To acknowledge outstanding and extended service by TESOL members at international, regional, and local levels.

**Who's eligible:** Any TESOL member.

**Award:** A commemorative symbol presented to the recipient at the TESOL convention and the recipient's name placed on a permanent plaque in the TESOL Central Office. One award will be presented each year.

#### The TESOL Virginia French Allen Award for Scholarship and Service

The Virginia French Allen Award was established in 1990 by her former students in honor of Dr. Allen's longtime contributions to the field.

**Purpose:** To honor an ESOL teacher who has shared scholarship and provided service at the affiliate level.

**Who's eligible:** Any member of a TESOL affiliate who is not a member of TESOL.

**Award:** A 3-year membership in TESOL, with airmail fees if non-US resident. The number of awards will depend upon funds available.

#### The D. Scott Enright TESOL Interest Section Service Award

This award was first granted in 1993 to D. Scott Enright to recognize his leadership as a member and Chair of the Elementary Education Interest Section and his work on behalf of all

TESOL Interest Sections while he served as Interest Section representative on the TESOL Executive Board from 1989 to 1992.

**Purpose:** To acknowledge outstanding and extended service to and leadership in TESOL Interest Sections.

**Who's eligible:** Any TESOL member.

**Award:** A commemorative certificate presented to the recipient at the TESOL convention and the recipient's name placed on a permanent plaque in the TESOL Central Office. One award will be presented each year.

### • For Excellent Teaching:

#### The TESOL Newbury House

##### Award for Excellence in Teaching

The funds for this award are donated by Newbury House, a division of Heinle & Heinle Publishers.

**Purpose:** To honor teachers considered by their colleagues to be excellent teachers.

**Who's eligible:** Any TESOL member with at least 5 years of ESL/EFL classroom experience who is considered to be an excellent teacher by another TESOL member.

**Amount:** US\$1,000.

## Guidelines

The TESOL Awards Committee provides the following information about awards and grants available in 1994-1995.

1. Awards are for TESOL members only (except for the TESOL Virginia French Allen Award for Scholarship and Service). Non-members wishing to apply may do so by applying for membership by **November 15, 1994**.
2. Recipients of a TESOL award or grant are not eligible for the same award twice, but may be eligible for other awards or grants.
3. Applicants for the USIA Travel Grants are not eligible for the Albert H. Marckwardt Travel Grants.
4. Supporting letters of reference must be sealed by the writer and signed across the sealed flap. These letters must accompany the application.
5. Applications that lack any required documentation or do not follow page-length specifications will not be considered.

6. Applicants with a US social security number should include that number in their cover letter.

7. Applications and nominations should be sent in the name of the award to TESOL, Inc., 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2751 USA.

8. ALL APPLICATIONS AND NOMINATIONS MUST BE RECEIVED ON OR BEFORE NOVEMBER 15, 1994.

For further information about criteria and application/nomination procedures please contact TESOL, Inc., 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2751 USA. ■



## Native speaker teachers to be invited for secondary schools

IN A NEW BID TO IMPROVE the quality of English language education in Korea, the Ministry of Education, according to a June 13 *Korea Times* report, has decided to invite about 200 native speaker teachers from the United States, Britain and Canada to teach English conversation in middle and high schools throughout the nation beginning next year.

The report also indicated that the ministry has plans to assign native speaker teachers to work in training programs for Korean teachers of English.

According to the report the ministry has requested approval from the Economic Planning Board to set aside ₩4 billion for the project, in which native speaker English teachers will be assigned to the education offices in six major cities, nine provinces, and 179 cities, counties and wards.

If this effort is successful, the report stated, the ministry also plans to invite native speaker teachers of other foreign languages including German, French and Japanese. ■

## To loan or not to loan!

by Scott Berlin  
Kongju National University

**K**OREAN STUDENTS often have difficulty correctly using the verbs *loan* and *borrow*. Here is an easy approach that may clear up some of the mystery and offer the students a catchy way to remember. Have your students memorize the phrase, "To LOAN, you OWN." It rhymes, so I use the opportunity to march around the room like a bandleader with everyone repeating, "To loan, you own. To loan, you own." Then I explain that to LOAN something you must OWN that something. If you DON'T OWN it, you have to BORROW it. I give some examples: "Can YOU loan me YOUR dictionary?" I then ask the students, "Who owns the dictionary? Who is doing the action?" Repeating "To LOAN, you OWN. To LOAN, you OWN! You own the dictionary, so you must..." (encouraging the students to answer) "LOAN." Another example: "I'm sorry, you cannot borrow Mr. Berlin's new Hyundai Grandeur." While the students are still laughing (I don't own a car—I only ride a bicycle), I ask them, "Who owns the Hyundai Grandeur? Who is doing the action?" "Aha! To LOAN, you must OWN! If you DON'T OWN, then you must..." (encouraging them to answer) "BORROW!"

A few more examples like this, a little more marching and singing, and the students should have improved their correct use of *loan* and *borrow*. This lesson takes about five minutes of class time. Reviews in subsequent classes take two or three minutes. Just begin marching around the room singing, "To loan, you own. To loan, you own." Then ask a student to give you a correct example. ■

*Do you have a favorite "technique" you can share with other readers? If so, please write it up in 750 words or less and send it to us for publication in the next issue. See "Information for Contributors" on page 45.*

# THE 1994 KOREA TESOL CONFERENCE Pre-registration

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*Please send corrections and changes for this list to the editor (fax 02-364-4662).—DJS*

# Constitution and Bylaws of Korea TESOL

## Constitution (Adopted April 1993)

### I. Name

The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한 영어교육 연구회.

### II. Purpose

KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

### III. Membership

Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Non-voting membership shall be open to institutions, agencies, and commercial organizations.

### IV. Meetings

KOTESOL shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting and shall include a business session.

### V. Officers and Elections

1. The officers of KOTESOL shall be President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. One of the Vice-Presidents shall be a Korean national. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

### VI. Amendments

This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least

thirty days prior to the vote.

## Bylaws (Adopted April 1993)

### I. Language

The official language of KOTESOL shall be English.

### II. Membership and Dues

1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be from the date of payment to the next Annual Business Meeting. Dues shall be assessed on a pro-rated basis. The Treasurer will have the pro-rated schedule.

### III. Duties of Officers

1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The first and second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee and shall be responsible for planning, developing and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

### IV. The Council

1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

3. Minutes of the Council shall be available to the members of KOTESOL.

### V. Committees

1. There shall be a National Program

Committee chaired by the Second Vice-President. This Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publications Committee responsible for dissemination of information via all official publication.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nominations and Elections Committee and for conducting the election.

### VI. Chapters

1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

### VII. Parliamentary Authority

The rules contained in *Robert's Rules of Order, Newly Revised* shall govern KOTESOL in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

### VIII. Audits

An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

### IX. Amendments

The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

## Information for Contributors

The editors of *Language Teaching: The Korea TESOL Journal* welcome submission of material for publication in the following categories:

1. News reports and announcements about the activities of Korea TESOL and its chapters, and about activities of other organizations which are also concerned with language teaching and language learning;
2. Articles about professional, academic and practical matters related to language teaching, ranging from short, informal notes describing a useful teaching technique to scholarly articles and research reports;
3. Information about resources for language teaching, including reviews of new books and other materials for language students and language teachers;
4. Letters to the editor and essay articles commenting on matters of interest to Korea TESOL members; and
5. Information about employment and opportunities for continuing professional development for members of Korea TESOL.

Contributors are asked to please observe the following guidelines when sending material for publication:

1. Except where otherwise indicated, all material to be considered for publication should be sent to Managing Editor Terry Nelson, Pagoda Language School, 56-6 Chongno 2-ga, Seoul 110-122, Korea.
2. All material should be accompanied by a covering letter giving the contributor's name, address, telephone/fax numbers and (where applicable) electronic mail address.
3. All material should be neatly typed or printed (double-spaced) on standard A4 paper and should be free of handwritten comments. In addition to the paper copy, a disk copy should also be submitted if possible.
4. Manuscripts should follow the APA style as described in the *Publication Manual of the American Psychological Association* (Third Edition). If the APA Manual is not available, please refer to a recent issue of *Language Teaching* or the *TESOL Quarterly* for examples.
5. In accordance with professional standards and principles outlined in the APA Manual, all material submitted for publication should be free of language which could be construed as sexist or which in any other way displays discrimination against particular groups of people.

6. The publication deadlines for each issue are as follows:

April issue	Feb. 15
July issue	Apr. 15
October issue	Aug. 15
December issue	Oct. 15

For further information, please contact the Managing Editor (Tel 02-277-8257) or the Editor (Tel 02-392-3785, Fax 02-364-4662). ■

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DIRECTORY PREFERENCE: Do you want your name included in a published directory of Korea TESOL members?

- Yes  
 No

Date \_\_\_\_\_ Signature \_\_\_\_\_

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